DOCUMENT RESUME

ED 197 884 RC 012 469

AUTHOR Thompson, Marian
TITLE Choices & Careers: Free to Choose: About Careers, with Leaders Guide.
INSTITUTION Wisconsin Univ., Madison, Univ. Extension.
SPONS AGENCY Extension Service (DOA), Washington, D.C.
PUB DATE 78
NOTE 46p.: For related documents, see ED 158 936-944 and RC 012 455-468, RC 012 470 and RC 012 507.
AVAILABLE FROM Women's Education Resources, Univ. of Wisconsin Extension, 430 Lowell Hall, 610 Langdon St., Madison, WI 53589 ($2.00).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adolescents; Adults; American Indian Culture; American Indian Education; *American Indians; Career Awareness; *Career Choice; Career Education; Career Planning; *Decision Making; Educational Opportunities; Employment Opportunities; *Females; *Individual Development; Leaders Guides; Learning Activities; Parent Participation; Sex Stereotypes
IDENTIFIERS *Career Development Project for Tribal Girls

ABSTRACT

The unit includes an introduction, "About Careers," which explains to American Indian parents the changes that have taken place in the work of Indian women from long ago to the present. The section includes information about women workers and the many career opportunities now available to them, as well as some of the barriers they face. "About Careers" also provides a brief description of the girls' units: "Exploring Careers," "Career Opportunities," Educational Opportunities," and "Decision Making." Learning experiences are devised to help adults understand the focus of each of the girls' units. There are a number of case studies for discussion. The unit includes additional learning experiences for a parent to do with a daughter. The unit is also concerned with making adults aware of the fact that many of the jobs and educational opportunities available to young girls are also available to older adults. The leaders' guide contains objectives and learning activities for use with parents. (Author/CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NOV 1980
ERIC/CRESS
RECEIVED

ED197884

About Careers

by Marian Thompson
Illustrated by Pat Field

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marian L. Thompson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC 012469

Choices & Careers
Free To Choose

2

Cooperative Extension Programs
University of Wisconsin-Extension

About Careers

by Marian Thompson

Illustrated by Pat Field

About The Author

Marian Thompson is a specialist with Women's Education Resources and Family Living Education, University of Wisconsin-Extension. She is the mother of four daughters.

The unit "About Careers" was adapted from the units, "Decision Making" and "Career Opportunities," written by Cathaleen Finley; "Exploring Careers," written by W. E. Gleason and D. F. Hesler; and "Educational Opportunities," written by Dale Wolf.

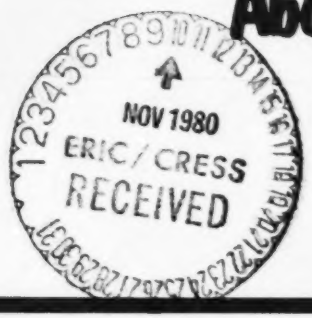
The unit was illustrated by Pat Fields.

1978

About The Program

"About Careers" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

Fact Sheet



About Careers – Unit for Adults

Choices & Careers

Free To Choose

"About Careers" explains to parents the changes that have taken place in the work of Indian women from long ago to the present. It includes information about women workers and the many career opportunities now available to them as well as some of the barriers they face.

"About Careers" also provides a brief description of the girls' units: "Exploring Careers," "Career Opportunities," "Educational Opportunities," and "Decision Making."

Learning experiences are devised to help adults understand the focus of each of the girls' units.

Learning experiences for a parent to do with a daughter are also included.

"About Careers" is also concerned with helping adults to be aware of the fact that many jobs and educational opportunities available to young girls are also available to older adults.

The unit includes a Leaders Guide (W2P27) and a booklet, About Careers (W3P27).

About The Author

Marian Thompson is a specialist with Women's Education Resources and Family Living Education, University of Wisconsin-Extension. She is the mother of four daughters.

The unit "About Careers" was adapted from the units, "Decision Making" and "Career Opportunities," written by Cathaleen Finley; "Exploring Careers," written by W. E. Gleason and D. F. Hesler; and "Educational Opportunities," written by Dale Wolf.

About The Program

"About Careers" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

Cooperative Extension Programs
University of Wisconsin-Extension

About Careers

Indian women have always worked long and hard. Long ago they built or helped to build their homes. They raised and preserved food from gardens, and dressed and cured meat from the hunt. They gathered and prepared plants and bark for medicinal use. They took care of the sick. They tanned animal skins, which they sewed and decorated for clothing. They gathered sweet grass, birchbark, and ash, which they made into baskets to store and carry food, medicines, and belongings. In fact, Indian women did much of the work of feeding, clothing, and sheltering their families, and this work was performed in the home.

Today most of the food that Indian people eat is raised on a large farm or truck garden and then picked, processed, and shipped to the local grocery or supermarket. Today most of the clothing Indian people wear is woven, cut, and stitched in factories and sold in dress and department stores. Today Indian people live in homes built by carpenters, plumbers, and electricians. Today Indian people are treated by doctors and nurses in hospitals with medicines manufactured in factories and sold in drug stores. Today the home has changed from a place where food and clothing were produced to one where they are consumed.

These changes in the lives of Indian people have been brought about by the rapid development of science and technology, which have

exerted another kind of influence upon the lives of women. Because of medical science, women are living longer lives. Today a young girl has a life expectancy of 75 years compared to one of 48 years in 1900. This means that girls and women have 27 more years of life ahead of them than in the past.

Medical science has also made childbirth safer for both mother and child. It has also brought about techniques for birth control, which enable women to choose if and when they want to bear children.

Today women are living longer and having fewer children. As a result, increasing numbers of women are moving out of the home into paid employment.

Women are working for the same reasons that men work—to earn money, to support themselves and their families, and to enjoy the work itself. In fact, nine out of every 10 women work, many of them for 25 or more years, and work patterns of women are becoming increasingly similar to those of men.

Married women are working in increasing numbers, including mothers of young children. Nearly half of all married women are in the work force as are half of all women between the ages of 18 and 65.

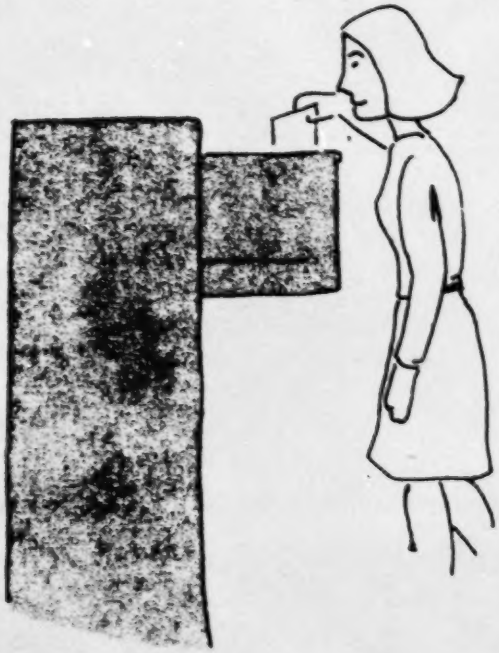
Also there is a great increase in the number of women heads of family. In 1974 one out of eight families was headed by a woman. On the average, half of these women are in the work force. Five out of 10

minority families are headed by a woman.

The more education a woman has, the better her chances of being employed and the higher her pay. For example, in 1974, less than a fourth of all women with only an elementary education were employed. Two out of every five women with a high school education were employed, while more than half of all women with a college degree were working. Of the women with five or more years of college, more than three out of five were working. Earning capacity is also closely related to education.

Because of these facts, it is important for young girls first to know what career choices they have, and secondly to know what the educational requirements are for them.

Although women are moving into the work force in large numbers, they are not able to earn as much as men for comparable work nor are they able to advance as far.



One of the reasons women receive less pay is that they are clustered in the so-called "women's jobs"—jobs that are service oriented and related to the work women perform in the home, such as nurses' aids, waitresses, day care workers, and clerical workers. Because society does not place a dollar value on women's work performed in the home,

and the pay for women's work outside the home is less, and all work performed by women has lesser value than that performed by men, this creates widespread belief that work done by women is not as valuable as that performed by men. The result is that when it comes to paid employment women earn 57 percent of what men earn even in the same jobs and occupations.

Choices & Careers

Although many changes are taking place in work opportunities for Indian women, young tribal girls seldom have the opportunity to learn about the career choices now available to them. That is why four units in "Choices and Careers" have been developed which will help young girls to learn about the world of work, to consider the various kinds of careers they might like to enter, to learn about the educational requirements for these careers, and to acquire some skills in decision making so that they may reach the life and career goals that they set for themselves.

Career Opportunities

Adults as well as young people have great difficulty in learning and organizing information about job opportunities. One reason is that there are more than 35,000 kinds of jobs, with new ones developing continually.

Organizing jobs into clusters either by job orientation or by school subjects provides a useful method of learning about many kinds of careers.

Locating a job of interest through the use of job clusters helps a daughter find out about the many related kinds of occupations, any

one of which may be of even greater interest than the one she first considers.

In this unit parents and daughters can learn together about the world of work. Parents may be interested in career opportunities for themselves as well as for their daughters. Locating jobs of special interest to adults and young persons can expand their knowledge of the thousands of occupations available.

Adults and young girls should also take into consideration the future demands for the jobs in which they are interested. As the economy expands and new technologies develop, the kinds and availability of jobs change as well. An important information source on the future of various occupations in the United States is the Occupational Handbook, 1976-77 Edition.

The Occupational Handbook predicts that service industries will expand by 33 percent within the next decade, especially in wholesale and retail trade. Population growth and rising incomes and standards of living are the reasons for the rapid expansion of this area of service jobs.

Government employment will also increase, not so much at the federal level as at the state and local levels. Other service occupations that will offer increased job opportunities are health services, maintenance and repair, and advertising. Air transportation will also provide a wide range of jobs, as will finance, insurance, and real estate.

However, the Occupational Handbook points out that young people should not be afraid to seek occupations in the slower growth occupations because of replacement needs as older workers retire.

For the most part, employers are seeking and will continue to seek workers who have higher levels of education, because employment growth

will be the greatest in occupations that require the most education and training.

Young people as well as older ones who have acquired skills and a good basic education will have a better choice for interesting work, good wages, and steady employment. Getting as much education and training as one's capabilities permit is of the utmost importance for all who enter the labor force.

"Career Opportunities" provides learning experiences that help girls to research job information such as locating a job in a job cluster, determining the education or training needed, range of salary, required high school courses, special qualifications, personal characteristic needed, supply and demand for a specific job, and chance for advancement.

In addition to the Occupational Handbook, girls are provided the opportunity to use the Handbook of Job Facts, the Career Education Directory for Wisconsin Vocationa, Technical, and Adult Education, and the Introduction to the University System. All of these job and education information resources are interesting and easy to read and use. Parents as well as daughters will enjoy learning about the kinds of opportunities that exist for future careers. Parents may also like to explore opportunities for themselves, either changing occupations or seeking further education and training for some line of work they would like to pursue.

Exploring Careers

"Exploring Careers" is a unit that helps young girls think about their likes and dislikes and how these relate to career choices. It also can help adults (who might like to enter the work force or seek further education so that they will have greater job opportunities) to think in terms of their own likes and dislikes.

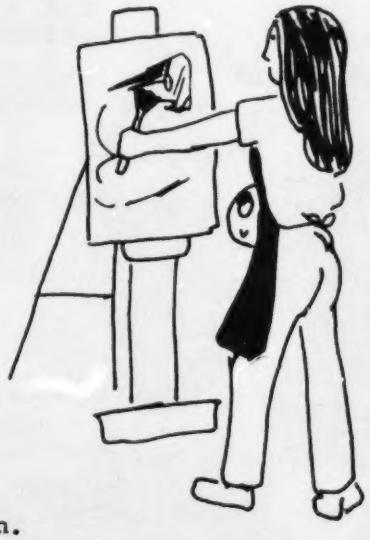
In addition this unit uses a variety of activities, including field trips to secure a social security card and a work permit to help young girls learn about this particular aspect of work. Parents may enjoy discussing with their daughers how they first acquired a work permit or got a social security number.

"Exploring Careers" gives girls the opportunity to talk about careers with adults. It can also provide daughters with the chance to talk to parents about the kind of work the parent does or might like to do. Young people seldom have the chance to discuss work experience with adults. Most enter the work force with little or no idea of what a specific job is like. Young people also need to learn how adults feel about their work. What do adults like about their jobs? What don't they like? Do they wish they had pursued some other course? Have they considered changing their career aspirations?

Educational Opportunities

In general, college is an institution of higher learning offering

a course of studies that lead to an academic degree. This definition is extremely general. Why? Because there are many kinds of colleges—private, public, two-year, four-year, community, and Indian. If your daughter is considering going to college, it is important for her to seek information on these types of institutions. A high school guidance counselor or a career counselor at a college or university in your vicinity are possible sources of information.

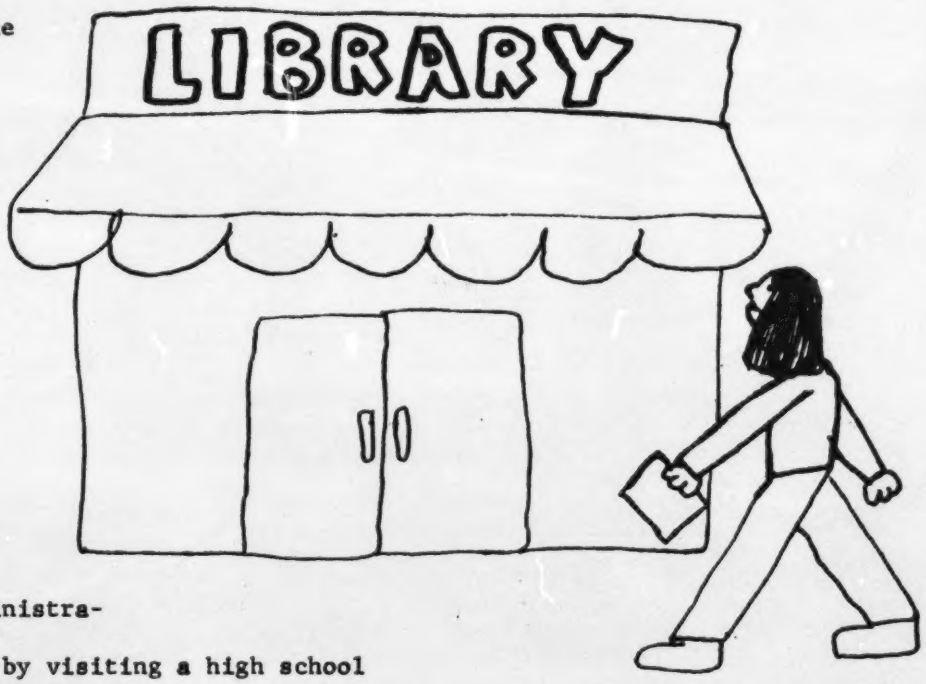


What types of colleges should students attend for various careers? A girl who excels in art may attend an art college or a four-year college. If a student states that she would like to be a registered nurse, a two-year or four-year college or a vocational school might be appropriate, depending upon her goals and interests. Since all colleges do not offer the same types of studies, it is important to know what certain colleges do offer.

It is also important to realize that some colleges excel in certain academic areas. A college may be noted for a strong elementary education program or a strong science program. Related to this is the fact that an individual does not just randomly take courses throughout her time in college. She usually specializes in a particular field such as English, art, sociology, nursing, teaching, or business administration.

A college graduate can further her education by entering a master's program. If she wishes to continue after receiving a master's degree,

she may try to enter a doctorate program. Upon completion of this program, she will receive a doctor's degree. Not all colleges and univerisities offer master's and doctorate programs.



How does one know what a college offers? Every college publishes a catalog. One can obtain a catalog by writing to the college administrations office or by visiting a high school counselor's office.

Other important factors to consider when discussing a college are size, make-up of student population, and location. Will a Native American girl feel more comfortable attending a small college close to home? Will she be successful in a large university as long as there are other Native Americans around? All these factors should be taken into consideration, so that each student can make a choice more wisely. As a girl's knowledge increases, the chances of making a "better choice" increases.

College life involves many aspects - living arrangements, organizations, and friendships. All of these are important and play a great part in a student's happiness in college. Many studies show that these factors are related to whether or not a student is successful

in college. Let's take a look at some of these factors.

There are a variety of living experiences a student may encounter in college. She may commute to school if the school is nearby. She may live in a college dormitory, all female or coeducational. She may even live in an apartment in town. But each college does not necessarily offer all these types of living arrangements, so one's choices may be limited.

It is important when discussing living arrangements to consider both the positive and negative aspects of such arrangements. For example, a student unfamiliar with dorm life may not realize that she may have a roommate who is quite different from herself. Adjustments are easier to make if she is aware of this from the beginning. A student who lives in an apartment may find it more difficult to become involved with the social life of the college and more difficult to establish friendships.

What kind of organizations does the college have? Does it have women's teams in sports? Or a Native American student council? These kinds of organizations can be important and provide the reinforcement many students need.

College life and experiences, if positive, can play an important role in a student's success.

College expenses vary from institution to institution. Tuition, which is the charge covering the cost of instruction, can range from under a thousand to about three thousand dollars a year. Other costs include fees, books and supplies, room and board, and personal expenses.

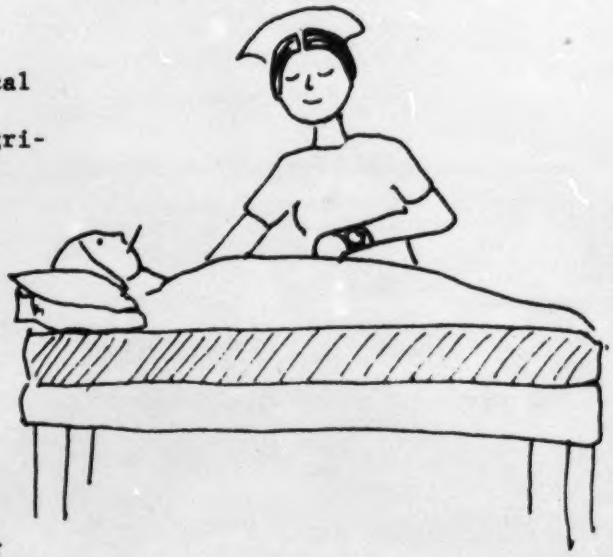
There are a variety of ways college expenses can be financed. It is helpful for you and your daughter to explore them. Expenses can be covered by grants (TAG, BEOG), the Bureau of Indian Affairs (BIA)

scholarships, state assistance, social security educational benefits, loans, and work study.

Although many financial aids are available, it is equally important to stress that students and parents, when possible, begin a savings account for educational purposes. A student may receive a good financial aids package, but extra money is always beneficial and usually needed.

It is important to remember that financial applications should be in by early spring the year before entering college.

Vocational schools, like colleges, vary greatly. Basically, they can be broken down into two types—public (Wisconsin State System) and private (proprietary). Whether public or private, vocational schools vary greatly in the range of programs and courses that they offer.



The state vocational-technical schools offer such programs as agri-business, general education, health occupations, business education, and trade and industry. Under each of these program titles there is a further delineation of occupational areas. For example, under health occupations, one may become a dental assistant, medical assistant, practical nurse, occupational therapy assistant, and others.

The Wisconsin State Vocational System attempts to meet the varied needs of the people through the following certification programs:

1. Associate Degree Program—provides broad general and technical

education as well as a sound foundation in manipulative skills where these are necessary. The associate degree program is a two-year program.

2. Vocational Diploma Program—is designed to place greater emphasis upon manipulative skills to prepare individuals for more specific jobs than does the Associate Degree Program. The Vocational Diploma Program may be one or two years in length.

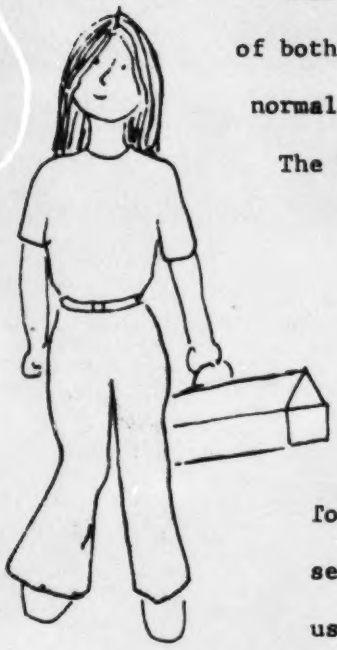
Proprietary schools are private vocational schools. They offer many of the same programs as the state vocational schools. As a rule, though, they usually specialize in one area. Proprietary schools may specialize in business, cosmetology, diesel mechanics, barbering, or data processing. Before enrolling in one, check to see if the school is accredited and if it has been in existence for a long time.

Within the state vocational system if an individual attends the school located in her own district, expenses involve only an enrollment fee and charges for books and materials. If a student decides to enroll in a vocational school outside of her district, tuition is paid by the vocational-technical school located in her district. Other costs involve living expenses.

Proprietary schools charge tuition, enrollment fees, and charges for books and materials. Again, living expenses must be considered.

Scholarships, loans, and work-study programs are available to persons attending the state vocational schools, with awards based upon the financial need of the student. Student aids available include educational opportunity grants, Wisconsin higher education grants, Indian scholarships, and state and federal loans.

The Bureau of Indian Affairs will cover the educational costs and the living expenses of students attending proprietary schools.



What is an apprenticeship? An apprenticeship consists of both learning on the job and related classroom instruction normally furnished in a local vocational-technical school.

The basic requirements for an apprenticeship are these:

1. A written agreement stipulates the term of training, the skilled occupation to be learned, and a wage schedule.
2. The work should enable the apprentice to learn the entire skilled occupation.

To become skilled in the occupation, the trainee should serve the entire apprenticeship. Terms of apprenticeships usually vary from two to five years.

Individuals interested in apprenticeships may get information regarding various skilled occupations from numerous sources:

1. Local office of the Wisconsin State Employment Service.
2. Apprenticeship coordinator of the nearest vocational-technical school.
3. Local labor and management people.
4. The WISC Information Service (usually available in most secondary school libraries, every Employment Security Office, and many vocational-technical schools).
5. Wisconsin Department of Industry, Labor, and Human Relations, Division of Apprenticeship and Training, P. O. Box 2209, Madison, Wisconsin 53701

Applying for an apprenticeship is just like applying for a job. It involves more than merely filling out an application, paying the tuition, and then attending the school. Not every employer in an occupational field that a student is interested in wants to train an apprentice. Furthermore, many of the occupational areas are overcrowded

and there are waiting lists of applicants hoping to get into apprenticeships in these fields. The information sources listed can be of help to a student interested in apprenticeships.

What are the advantages of apprenticeship?

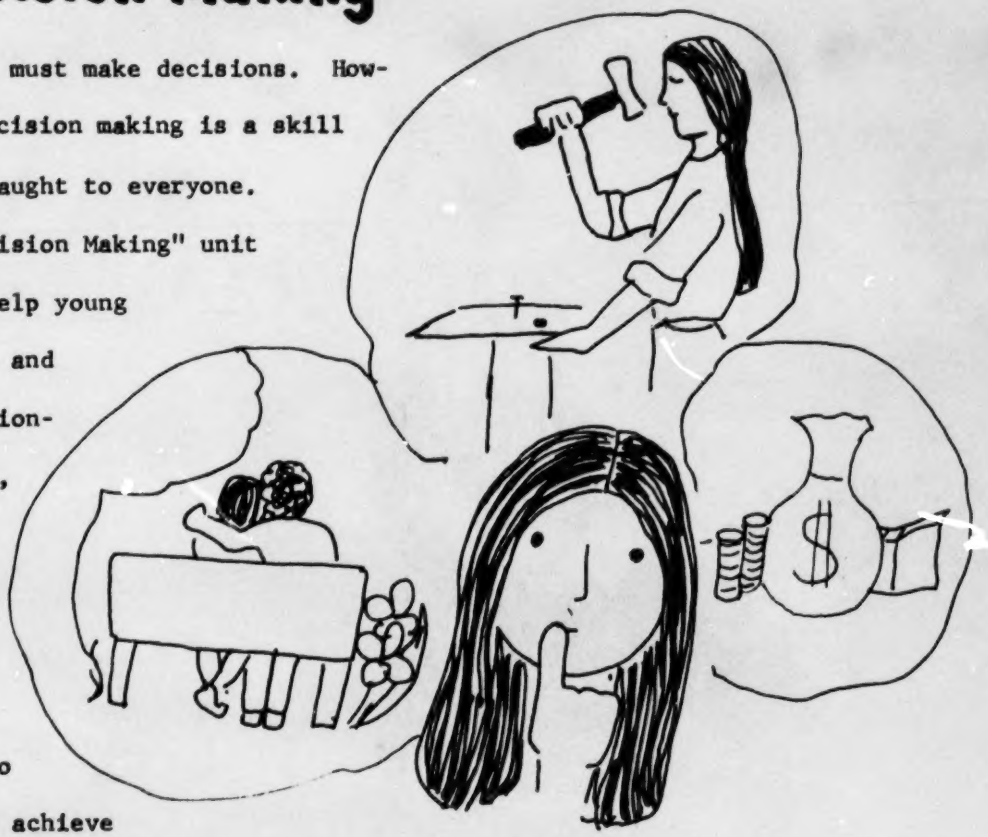
1. The apprentice is an employed worker. The employer or contractor is the only one who can create a job for an apprentice.
2. The apprentice is paid a percentage of the skilled rate of the occupation and is not cheap labor. This rate of pay increases as the apprentice progresses.
3. The apprentice trains under the direction of a skilled craftsperson in the specific occupation.
4. The apprentice attends related instruction classes to learn the theory of the job as well as those things which cannot be taught economically in the shop or at the job site. The apprentice is paid by the employer while attending these classes.
5. The apprentice acquires current knowledge of the latest equipment and by the newest methods.
6. Apprenticeship builds self-reliance, job motivation, and pride in one's skilled work.
7. The apprentice becomes totally familiar with the industry and its products.

Now is the time to start encouraging Native American girls to enter apprenticeship programs, particularly students who are not college oriented. No longer should girls sell themselves short and throw away interesting training opportunities because such jobs are considered men's work. Apprenticeship programs are examples of the new opportunities that are opening up for women.

Parents may also want to consider further education for themselves. Colleges, universities, technical schools, and apprenticeship programs now offer and welcome older students who wish to pursue new opportunities. In fact, oftentimes parents and children go on to further schooling at the same time.

The information in this unit is based on the idea that the more knowledge individuals have about educational opportunities, the greater their range of choices.

Decision Making



Everyone must make decisions. However, good decision making is a skill that can be taught to everyone.

The "Decision Making" unit attempts to help young girls acquire and utilize decision-making skills, which will help them make decisions about their lives so that they can achieve their goals.

Decision making involves setting goals for oneself, acquiring useful information, laying out alternatives, and then deciding the best way to achieve these goals.

Parents may enjoy practicing decision-making skills with daughters. Each can check the other to see if the required steps are taken if one is to make a decision that will help the person move in the direction he or she wishes to go. You might enjoy reading the information on decision making in your daughters' materials, "Decision Making," Book II or "Decision Making," Book III.

Activity Section

Puzzle

A man and his son were driving down the highway and were suddenly hit by another car. The father was killed. But the young boy who was seriously hurt was rushed to the hospital for emergency surgery. The surgeon upon entering the emergency room looked at the boy and said, "My God, it's my son! I cannot operate!"

How could this be?

Facts About Women and Work

1. How many girls of today will be gainfully employed (work for money) during their lives?

   a. About 1 of 3
   b. About half
   c. About 3 of 4
   d. About 9 of 10

2. In which three occupational groups do women represent over 50 percent of the total employment?

   a. Professional and technical, clerical, and sales people
   b. Clerical, private-household, and service workers
   c. Managers, operatives, and service workers
   d. Sales, service, craft people

3. More women are working today than ever before. Which of the following is (are) the reason(s)?

   a. The possibility of using less time for housekeeping
   b. Higher family costs for education, health, etc.
   c. Women's demand for the right to choose what they will do
   d. All of the above

4. Approximately what percentage of all women are employed full time in the United States?

   a. 20 percent
   b. 40 percent
   c. 60 percent
   d. 80 percent

5. About how many women would you estimate are in the labor force?

   a. 350,000
   b. 3,500,000
   c. 35,000,000
   d. 350,000,000

6. Of the four groups below, indicate which educational group has the largest percentage of the women in that group employed full time.

   a. Person with less than high school education
   b. High school graduate
   c. College graduate
   d. Person with education beyond college

7. In general, women earn which of the following percentage of what men earn?

   a. 90 percent
   b. 10 percent
   c. 57 percent
   d. 100 percent

8. What is the number of minority families headed by women?

   a. One out of 20
   b. One out of 8
   c. One out of 5
   d. One out of 12

9. How many women heads of family have finished high school?

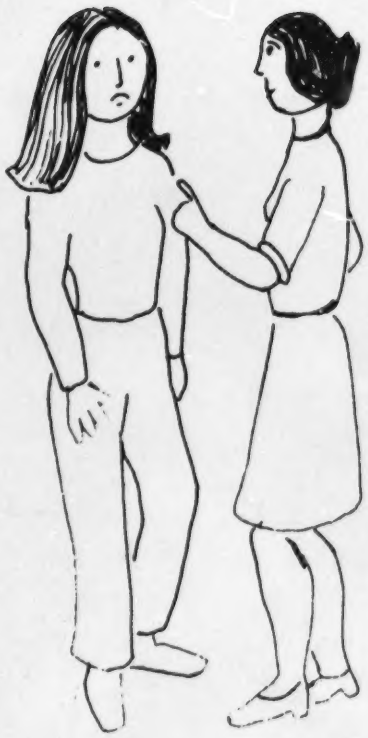
   a. All
   b. One out of two
   c. One out of three
   d. One out of four

10. How many Wisconsin Indian families headed by women are poor?

    a. All of them
    b. Two-thirds
    c. Three-fourths
    d. One-half

Is Information Important?

Gathering and using information is an important part of the decision-making process. Yet people make mistakes when gathering and using information. Following are some mistakes that people make and some examples of each. After each example list the possible consequences of the mistake. Then you and others in your group think up some other examples of the mistake.



MISTAKE: Not making a choice, because the choice is not known to the decision maker.

Decision A:

A student does not apply for a scholarship because she does not know it exists.

Possible consequences:

Decision B:

A woman pays $100 for a coat because she does not know the coat is on sale at the store next door for $60.

Possible consequences:

Decision C: Your example.

Possible consequences:

Decision D: Your example.

Possible consequences:

MISTAKE: Making a decision without knowing the possible results of the decision.

Decision A:

A young woman starts using drugs without knowing the possible effects.

Possible consequences:

Decision B:

A young woman chooses all typing and bookkeeping courses as electives in high school.

Possible consequences:

Decision C: Your example.

Possible consequences:

Decision D: Your example.

Possible consequences:

MISTAKE: Misinterpreting, underestimating, or overestimating the importance of information.

Decision A:

Martha Brown misses a party she really wanted to go to because she heard a rumor that it had been canceled.

Possible consequences:

Decision B:

Sally White believes that the bus for the basketball game won't leave on time so she arrives 30 minutes later.

Possible consequences:

Decision C: Your example.

Possible consequences:

Decision D: Your example.

Possible consequences:

MISTAKE: Collecting useless or unnecessary information.

Decision A:

Connie Doe uses a book written in 1950 to learn about new careers in science.

Possible consequences:

Decision B: Your example.

Possible consequences:

Mona

Mona looked out the windows of the twenty-third floor plush law office where she was about to be interviewed for an important position with a high-ranked law firm. Mona thought about how she had left her reservation and had gone on to college and then to law school.

After working three years for a law firm in the state capital, she now had a chance to advance herself both professionally and financially in this new job. As she thought about what had happened to her, she felt a bit uncomfortable. She thought about the many times she had promised herself that, when the time came, she would go back and work for her tribe. As a lawyer she knew there was a great deal she could do. Even though she sent money to her family, she knew she could be doing more.

By taking this job, she would be far removed from her home area. She was torn; if she was offered the job, should she take it or go home?

What decisions do you think Mona had to make to reach this point in her life?

What are Mona's choices now?

What do you think Mona values?

Are her values in conflict?

What new information might be helpful to Mona before she makes a decision?

What do you think Mona decides? Why?

Decisions and Choices

Martha, a junior in high school, has never thought much about what she wants to do after college. She has recently become interested in going to college, but she discovers that she doesn't have many of the academic credits that colleges seem to require. She has taken a lot of secretarial courses, but has really skimped on math and science. What can she do?

1. What does she need to decide?

2. What choices might she already know about?

3. Where could she go to find out new choices?

4. The next step is to add the now unknown choices to her list.

What Will Happen ?

Think about and then write down what the results might be if your daughter made the following choices.

CHOICE	RESULT
To go to college.	
To go to vocational school.	
To work in a factory.	
To join the military.	
To live on welfare.	
Never to get married.	
To get married next month.	
To quit high school.	

Objectives and Occupantions

Below are listed objectives. Choose two objectives you consider most important. Then from among occupations listed, select the one occupation that is most likely to achieve both objectives.

OBJECTIVES

(1) To earn $15,000 a year

(2) To live in your own tribal community

(3) To take only one year of educational training

(4) To work outside

(5) To work with people

(6) To work with your hands

(7) To be your own boss

(8) List others that are important for you:

_____

_____

_____

OCCUPATIONS

(1) Social worker

(2) Doctor

(3) Head of a company

(4) Teacher in local community

(5) Owner of arts and crafts store

(6) Forest Ranger

(7) Lawyer

(8) Policewoman

(9) Teacher

(10) Guidance Counselor

(11) Photographer

(12) Journalist

(13) List others that you are interested in:

_____

_____

_____

What If ---

If I were tribal chairman of a reservation, what 3 things would I do?

1.

2.

3.

If I had all the money in the world how would I spend it?

1.

2.

3.

If I were all alone in the world with all the materials I needed, what 3 kinds of activities would I do?

1.

2.

3.

What Would You Do?

IF YOU COULD LIVE ANYWHERE IN THE WORLD, WHERE WOULD YOU LIVE?

WHAT WOULD YOU LIKE THE PEOPLE TO BE LIKE?

WHAT WOULD YOU BE DOING IN THIS PLACE?

THINGS TO DO WITH YOUR DAUGHTER

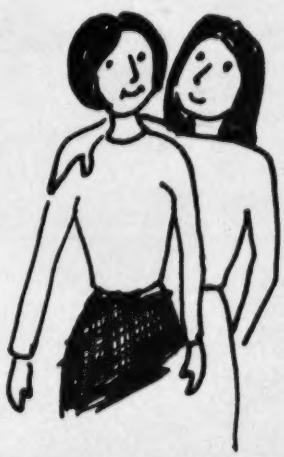
THINGS TO DO WITH YOUR DAUGHTER
Career Opportunities

1. With your daughter select three or four Help Wanted ads. Together research the following questions about the job:
   (1) What job cluster is it in? (See page 2 of "Career Opportunities" Books II or III.)
   (2) Education or training needed?
   (3) Range of salary?
   (4) High school courses needed?
   (5) Special qualifications?
   (6) Personal characteristics needed?
   (7) Job market? (Is there a lot of need for this kind of work?)
   (8) Chance of advancement?

2. Take a career you have been especially interested in. With the help of your daughter, do the activity "To Be a _____" on page 29 of "Career Opportunities," Book II, and page 29 of "Career Opportunities," Book III.

3. Discuss with your daughter all the careers that interact when the family decides to purchase a new car "on time."

4. Try this with your daughter: Figure out what health careers are involved when a person is seriously injured in an auto accident and list them. What other careers are involved?
   What preparation does a girl need for such careers?

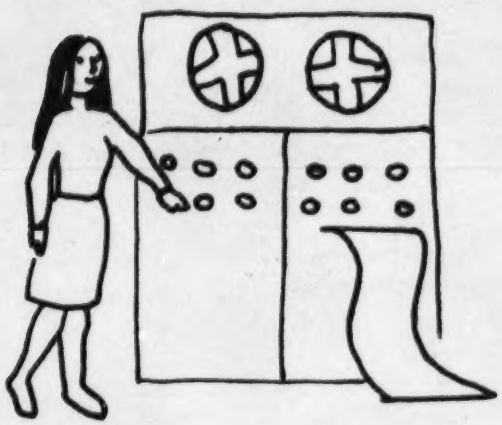


Exploring Careers

1. With your younger daughter you might like to explore a particular job using "My Book About Work" on pages 6 to 11 of "Exploring Careers," Book I.

2. With your older daughter you might like to do the same using "A Job Profile" on pages 10 to 18 of "Exploring Careers," Book II and Book III.

Educational Opportunities



1. You might like to study the "Career Maze" with your daughter. It is on page 9 of "Educational Opportunities," Book II, and on page 11 of "Educational Opportunities," Book III.

2. You might like to discuss the activity, "How I Become..." on page 10 of "Educational Opportunities," Book II, with your daughter.

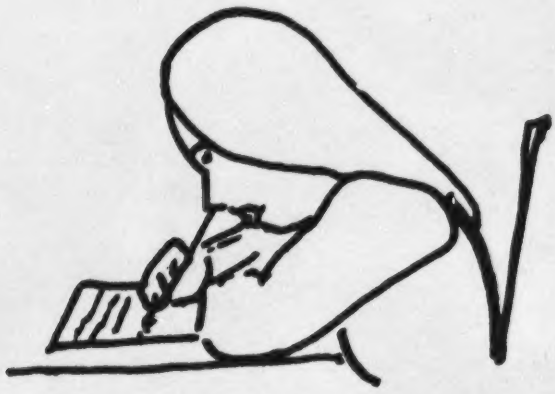
3. On pages 7 to 17 of "Educational Opportunities," Book III, and pages 6 to 15 of "Educational Opportunities," Book III, there are other activities which you might like to do with your daughters.

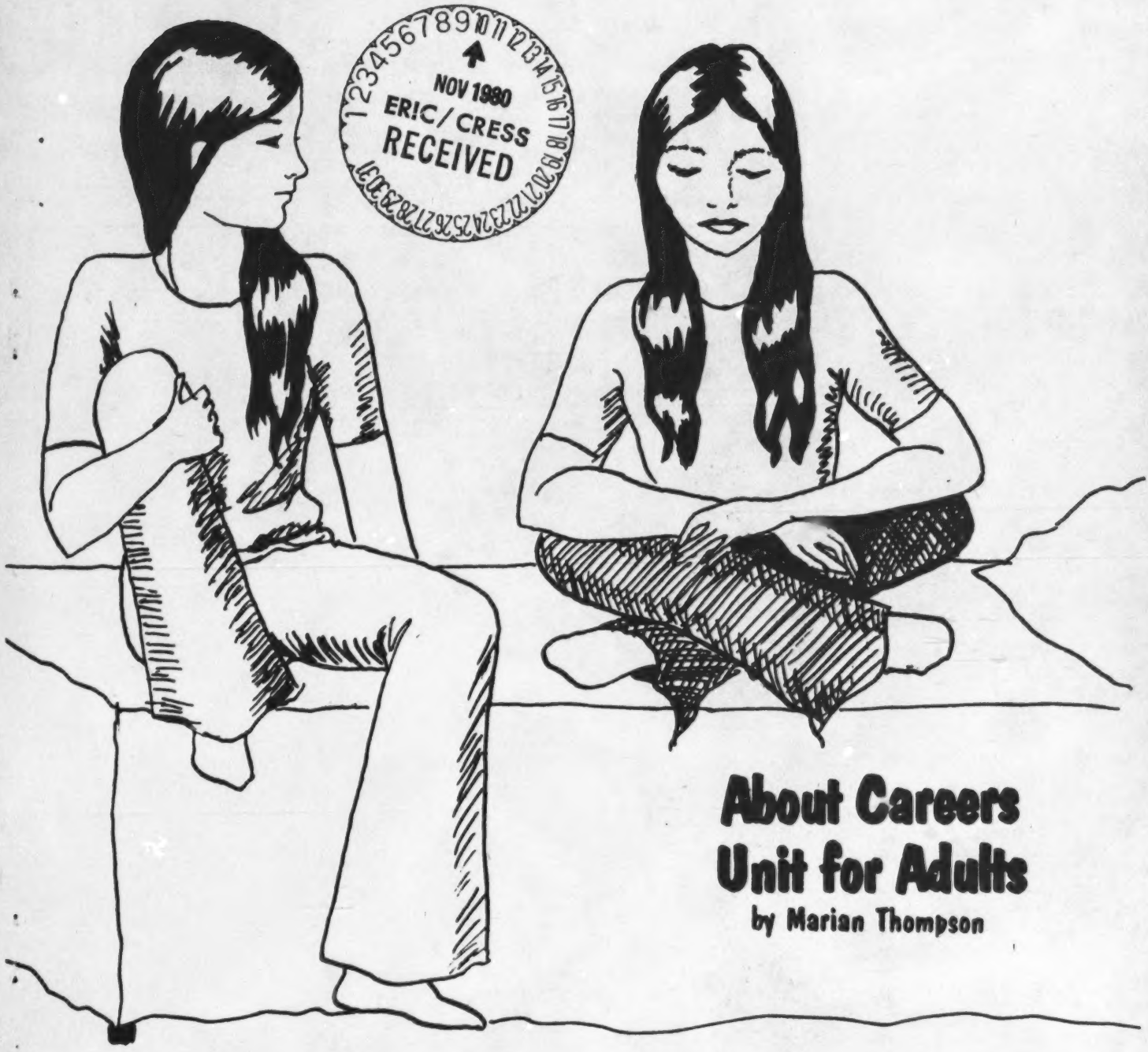
Decision Making

1. You might like to help your daughter complete "Worksheet for Courses," on page 13 of "Decision Making," Book II, and on page 14 of "Decision Making," Book III. It is important for girls to select

appropriate high school courses so that they can complete high school and pursue the career of their choice.

2. You might like to discuss the activity "Risk Taking" on page 19 of "Decision Making," Book II. Almost all decisions mean taking a risk.
3. Doing "Margaret's Critical Decision" on pages 20-21 of "Decision Making," Book II might provide an opportunity for you to help your daughter think about the use of time.
4. The activity "Choosing a College" on pages 30-31 of "Decision Making," Book III, might be an interesting activity for you to do with your teen-age daughter.
5. On pages 9 to 23 of "Decision Making," Book II, and 9 to 31 of "Decision Making," Book III, there are other activities which you might enjoy doing with your daughter.





NOV 1980
ERIC/CRESS
RECEIVED

About Careers Unit for Adults

by Marian Thompson

Choices & Careers Free To Choose

Leaders Guide

UWEX Cooperative Extension Programs
University of Wisconsin-Extension

W2P27

About Careers - Unit for Adults

Objectives

1. Adults will become aware of how the work of Indian women in the home has been affected by science and technology.
2. Adults will become aware of how science and technology have increased the life expectancy of women.
3. Adults will become aware of the increase of women workers and how education affects the employment opportunities of women.
4. Adults will become aware that sex stereotyping in jobs is a barrier to equal opportunity and pay for women.

Background Information

The background information is on pages 1 to 4 of the Booklet for Parents, "About Careers."

Learning Experiences

1. Have the group make a list of the kinds of work grandmothers performed in the home. Then make a list of the kinds of work Indian women perform in the home today. Ask how technology has affected work in the home. Point out that washing machines and clothes dryers, perma press and knit fabrics, vacuum cleaners, dishwashers, sewing machines, and pre-prepared foods enable women to spend much less time in homemaking chores.
2. Ask the group members to list work Indian women performed for pay in their grandmother's day. List work Indian women perform today for pay.
3. What is the life expectancy of a young woman today? (75 years) What was the life expectancy of a young woman in 1900? (48 years)

What does this mean for young girls today? (Today women have fewer children and will live longer. This means they will have many more years to fill. Increased life expectancy and fewer children are factors that help women spend more years in paid employment, not only to earn money for themselves and their families but because they find work to be interesting, satisfying and rewarding.)

4. Show the group the chart "How a Woman's Life Is Spent" (WKGZ11d-2) comparing 1900 to 1970 in the girl's unit on "Marriage—Expectations or Reality."
5. Have the group list 10 women working in business, education, or industry. Estimate, if you don't know, what education they have had and what they are earning.
6. Have the group take the test "Facts About Women and Work" on page 18 of the Booklet for Parents. Answers are 1-d, 2-b, 3-d, 4-b, 5-c, 6-d, 7-c, 8-c, 9-d, and 10-d.
7. Ask people in the group the following questions:
   (1) Name the kinds of jobs in which women are most often employed.
   (2) Why are women clustered in these kinds of occupations? Explain to the group that these kinds of jobs are usually closely related to the kinds of work women perform in the home as housewives (such as child care, food preparation and serving, and managing households), which is similar to clerical work and related to providing a service.
   (3) Why are women's jobs paid less than men's jobs? Point out that one reason is that women are not paid for the work they perform in the home, so society tends to think they should not receive as much pay when they work outside the home.
   (4) What is the percentage of pay that women receive for their work

as compared to that of men? Explain that women receive on the average 57 percent of what men receive.

(5) Have the group discuss the puzzle on page 18 of the booklet, "About Careers." The answer is that the surgeon was the boy's mother.

(a) Ask the group what this shows us about how we stereotype jobs.

(b) Ask if someone can make up a similar puzzle or riddle.

Career Opportunities

Objective

Adults will become aware of how careers may be grouped.

Background Information

The background information is on page 4 to 16 of the booklet "About Careers."

Learning Experiences

1. List 20 occupations of people you know, and classify them according to the cluster system. Use "Job Clusters" and "Job Clusters by School Subject" on page 1 to 28 of "Career Opportunities," Book II, and page 1 to 28 of "Career Opportunities," Book III.
2. Have the people in the group select an occupation they would like a specific young girl they know to choose. Have them look up what the requirements are as well as the kinds of skills needed for that occupation.

Exploring Careers

Objectives

1. Adults will become aware of factors affecting a girls' choice of a career.
2. Adults will help girls understand factors affecting a girls' choice of a career.

Background Information

The background information is on page 7 of the booklet, "About Careers."

Learning Experiences

1. Ask the people in the group to list any help they had in learning and deciding about careers when they were young. Ask them to list any help their daughters have had.
2. Ask the people where they would go to find out about jobs and job requirements for themselves. Here you might like to demonstrate how to use The Handbook of Job Facts, the Occupational Outlook Handbook, The Career Education Directory, and the Introduction to the University System.

Decision Making

Objectives

1. Adults will become aware of how important it is for girls to acquire decision-making skills.
2. Adults will help girls develop decision-making skills.

Background Information

Use "Decision Making," Book III, and the Leaders Guide for "Decision Making" for background information.

Learning Experiences

1. Have the people in the group do the activity "Is Information Important?" on pages 20 to 23 of the booklet "About Careers." Have them discuss their answers.
2. Have the group read and discuss the story of Mona on page 24 of the booklet "About Careers."
3. Have the group read and fill out the sheet "Decisions and Choices" on page 25 of the booklet "About Careers."
4. Have the group complete and discuss "What Will Happen?" on page 26 of the booklet "About Careers." Have the people pretend they are a young girl as they fill out the sheet.

Educational Opportunities

Objectives

1. Adults will understand the difference between college, vocational-technical school, and apprenticeships.
2. Adults will know how to obtain specific information about educational opportunities.

Background Information

Background information is in the Leaders Guide for "Educational Opportunities.

Learning Experiences

1. Show the group the slides "Women in Apprenticeships." The narration

for the slide set is on pages 10 to 12 of the Leaders Guide for "Educational Opportunities."

2. Have the group do the activity "Objectives and Occupations" on page 27 of the booklet "About Careers." Have the people fill it out as they think a young girl would. What education do they need for the occupation they think she would like?
3. Have the group fill out the activity "What Would You Do?" and "What If" on pages 28 to 29 of the booklet "About Careers." Have the people pretend they are a young girl as they do the activity. They could show it to one of the girls and see if they filled it out as she would do so.